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AUTHOR Hogan, Kathleen, Ed.; Pressley, Michael, Ed.
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ABSTRACT

This volume explores the theory and practice of scaffolding, instruction that provides students with the intellectual support to function at the cutting edge of their development. Scaffolding means providing support to allow the learner to learn for himself or herself. Scaffolding is a challenging form of instruction, but as the contributors to this collection suggest, it can be done both in the classroom and in one-to-one settings. Chapters in this volume illustrate how competent scaffolders manage the complexities of this mode of instruction. The following chapters are included: (1) "Scaffolding: A Powerful Tool in Social Constructivist Classrooms" (Laura R. Roehler and Danise J. Cantlon); (2) "Scaffolding the Development of Intelligence among Children Who Are Delayed in Learning To Read" (Irene W. Gaskins, Sharon Rauch, Eleanor Gensemer, Elizabeth Cunicelli, Colleen O'Hara, Linda Six, and Theresa Scott); (3) "Scaffolding Scientific Competencies within Classroom Communities of Inquiry" (Kathleen Hogan and Michael Pressley); (4) "Scaffolding Techniques of Expert Human Tutors" (Mark R. Lepper, Michael F. Drake, and Theresa O'Donnell-Johnson); and (5) "An Anatomy of Naturalistic Tutoring" (Arthur C. Graesser, Cheryl Bowers, Douglas J. Hacker, and Natalie Person). An afterword, "Becoming a Scaffolder of Students' Learning," by Kathleen Hogan and Michael Pressley organizes recommendations about scaffolding into time frames, before and during scaffolding, and during scaffolding maintenance. Each chapter contains references. (Contains two tables.) (SLD)

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